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AUTHOR Black, Georganne; Di Pietro, Lucille
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ABSTRACT

This teacher's guide to the text "Learning French the Modern Way, Book 1" correlates course materials with the New York State syllabus. The philosophy, course objectives, and approach to cultural instruction are discussed and the distribution of cultural content outlined. Suggestions for group activities and semester projects and remarks concerning student evaluation are included. (RL)

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Culture Curriculum

for

French, Level I

Text: Learning French The Modern Way, Book I

Second Edition, Evans and Baldwin,

McGraw-Hill Book Company, 1967

Lessons 1-13

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Prepared by Georganne Black
Lucille Di Pietro

FL002 532

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SECTION I: PHILOSOPHY

Philosophy: To provide basic knowledge of the civilization and culture of France which includes:

1. exposure to the concrete manifestations of advancement both contemporary and historical;

2. insight into the underlying basic values and beliefs of the people, personality and behavior patterns;

3. an understanding of the language as both the expression of interpersonal relationships and the reflection of cultural patterns at a particular stage of advancement.

The above tenets are fundamental to the developmental process in the integration of culture and learning, leading to an understanding of the total way of life of contemporary France, a life bound to its Past and to the development of Western civilization.

SECTION II: OBJECTIVES

A. Cultural content should be presented as a unified, integrated and meaningful body of knowledge, the assimilation of which will enrich the experience, broaden the appreciation and allow for the expression of value judgments on the part of the student. "It should lead to personal enlightment and refinement of sense... and promote a sense of the 'oneness' of the human family". (New York State Syllabus: French for Secondary Schools).

B. The curriculum outline is submitted for the purpose of defining and organizing the scope of cultural content to be presented at Level I of the Four Year Program; and unifying the extent of instruction at the various secondary schools within the district.

Although adherence to the suggested format is in no way mandatory, the main cultural themes must be inculcated in order to achieve the common preparation of all students for entrance into Level II.

It is further suggested that the merits of the outline be subject to annual review for discussion of its effectiveness, for modification and improvement.

SECTION III: APPROACH

In keeping within the scope of our objectives, material should be presented as an integrated part of the regular program of language instruction and learning. Cultural content is therefore treated as opportunties arise, basically as extensions of the reading passages in the classroom text and the situational contexts of the topics developed in the conversations presented in the units.

It is suggested that the approach be restrictive and conceptual in nature at this primary level of instruction.

Reinforcement of cultural values and accomplishments, past and contemporary, further arises in promoting student awareness and discussion of current events, participation in contemporary issues (e.g., theatre, T. V., field trips), and contribution of personal experiences by students.

Since the primary aim of the course is to teach the language, the achievement of communication skills is paramount. The teaching of culture should therefore be secondary to the development of these skills.

SECTION IV: Correlation of State Syllabus with Classroom Text and Supplementary Material

A. Classroom text and the New York State Syllabus are well correlated.

B. Selection of supplementary material - Getting to Know France, Revised Edition, Remunda Cadoux (Oxford Book Co. - paperbound) was made primarily on the basis of:

1. the obvious correlation of its themes and format with the outline suggested in the syllabus;

2. on the clarity, accuracy and pertinence of material presented;

3. and on the merits and contributions of its generally recognized authoress in the fields of teaching and foreign language.

C. The themes of cultural importance selected as an intregal part of the French I program are suggested in the Syllabus and will be emphasized and developed in varying degrees of intensity, depending upon student interest, ability of assimilation and time allowance. The sequence of themes will vary from the outline in the Syllabus, being determined primarily by conformity to the topics developed in the classroom text and in conjuction with our program of language instruction. (Themes and page numbers in the following section refer to the New York State Syllabus classification).

Theme I: I. "France in the Contemporary World" (pages-107-108)

A. The influence of France on American culture - integrate discussion of French culture on American way of life and language; areas where French is spoken and where it is manifested in social customs, architecture, cusine, etc.

B. The influence on American heritage: - encourage independent study; Have students draw together facts of the role and contribution of France gained in past or present citizenship courses.

III. "France, the Nation" (page-107)

A. The Geography of France

B. Paris

C. Economic geography - general introduction into France as an industrial and agricultural nation integrated with the study of principal provinces, cities, regions and products. The emphasis of study should lead to an awareness of related concepts rather than the accumulation of facts at this level of instruction.

D. Widely known social customs (café, holidays, dress).

Theme II: I. "The France of the French" (page 108-110).

A. Concentration in the French Way of Life is suggested. The themes emphasized are as follows:

1. Houses, apartments - developed mainly through more detailed study of Paris which easily allows for discussion of quartiers, streets squares, etc.

2. Family life

3. Education in France (restricted study, detailed in Section V of this outline).

4. Recreation in France - family - centered, cultural, sports, vacations, main resort areas.

5. the French worker - briefly discussed as an extension of family life, social roles

6. French holidays and customs:

a. Legal holidays: National and / or religious

b. Folklore: holidays of particular interest, celebration and dress in provinces (e. g. La Sainte-Catherine, les Pardons).

7. French cuisine: (topics a-f)

8. Money system - Metric system.

II. "The Historical Monuments of France"

A. Paris and its environs

B. Provinces (see Section V)

IV. "The French Language"

A. Latin origins

B. Influence on other languages (stress English)

SECTION V: Distribution of Cultural Content

Introductory clarification of subdivisions in Section V:

A. Classroom Text: The development of cultural themes will be designated by pre-reading period and thereafter by units which correspond to the format of the classroom text. The themes and related supplementary readings are suggested by the title and content of the cultural passage ending each unit.

B. Values: Where considered pertinent, certain main values and beliefs intregal to the cultural patterns being studied are defined. Our objective is a more accurate and fuller understanding of the French people, their thought, character, personality, modes of behavier. (See New York State Syllabus, page 117- 124)

C. Assignments: Suggestions for assignments follow the discussion of cultural concepts outlined. Their pertinence and effectiveness remain subject to the judgment of the teacher.

Recommended additional sources are:

1. New York State Syllabus: French for Secondary Schools: "Suggestions for Cultural Activies and Experiences", page 113-117.

2. Getting to Know France, Remunda Cadoux

Suggestions for outside work may be incorporated from "Things to do" ending each unit. It is recommended that assignments be given at the discretion of the teacher, arising from student interest and, if time permits, keeping in mind that class-time should be devoted primarily to the acquisition and development of language skills. (The supplementary exercises ending each section provide pertinent forms of review.)

D. Reference to supplementary readings in text, Getting to know France, in Section V, will be designated by author, chapter and page.

Distribution of Cultural Content - in conjuction with language instruction.

Pre-Reading Period :

A. Themes: I. French language and culture:

a. Latin origins - brief introduction into historical development; attitude toward language and language learning; use of language; main phonetic contrasts with English sounds (e.g.,u, eu, r, l)

b. Areas of world where French is spoken - stress United States and Canada

II. Influence of French Language and culture in America:

a. Contemporary influence on language and way of life; following areas may be included: fashion, textiles, furniture, cuisine, theatre-arts, cars, tourist trade, architecture, social customs of specific areas (New Orleans/ Quebec), names of cities in United States

b. American Heritage: encourage independent study; student-initiated review of the historical development of America

B. Values: 1. Language highly regarded; proper use by French and foreigner expected, given recognition and admired

2. Respect for language learning and personal show of enthusiasm and interest; striving for perfection; particular appreciation accorded foreigner who demonstrates these qualities

3. Discipline and pride in language achievement; promoted in schools

4. Respect for differences in culture - contributions for the advancement of France and world civilization

5. Admiration for French heritage and contemporary accomplishments; offended if language and culture denigrated

6. Cultural heritage a vital part of daily life; social institutions seek perfection of language and the promotion and dissemination of French culture in France and abroad (e.g.,Académie française, Alliance française; state-supported schools which promote the study of fine arts; government sponsered concerts; government subsidized theatre groups; Government control of radio and T. V. programs - programs having cultural content of high quality; festivals of music, drama, film; many publicly supported museums, private galleries, municipal opera houses and regional dramatic groups in provinces)

7. Good taste essential

8. Artistic and literary appreciation expected; developed from early age; the knowledgeable are esteemed - knowledge which is not superficial; interest in these areas and historic monuments is encouraged, and one is judged accordingly.

C. Assignments:

1. Listening to T. V., radio programs; magazine and newspaper articles for words of French origin - possible weekly project; correlate with literary passages in English classes

2. Distributing articles from French newspapers and magazines - ask students to pick out words which resemble English - mainly for recognition; discuss the development and meaning of the more obvious ones

3. Scrap-book of fields influenced by French thought; products observed as part of every-day life

4. American heritage - illustrated maps of French discoveries; areas where French is spoken; names of cities

5. Have students responsible for informing the class of cultural activities, programs in New York area pertaining to the arts - movies, concerts, troups, opera, exhibits, etc.

III. The Geography of France:

a. Location in Europe; surrounding countries; natural boundaries; principal rivers and mountains; use of French is advisable

b. Travel to France: from the United States, England, Continent/ discuss means of travel/ include discussion of monetary and metric systems

c. Begin discussion of Paris, la Seine, Ile de France (Orly Airport/ Le Havre/ Calais - English Channel - ferry)

d. Introduction of main geographic terms: e. g., le continent, le pays, la ville, la capitale, les frontieres naturelles, les montagnes, les fleuves; le nord, le sud etc.

NOTE: Detailed study of rivers, mountains, principal cities will follow as students advance in language-study.

Assignments:

1. Map work: individual or filing in mineographed outline maps of France

2. Creative projects: posters representing individual impressions of Paris - original or in the form of collages/ posters representing travel to France

3. Paragraphs - ask students to describe their present feeling and understanding of 'a Frenchman' - to be kept for later comparison with a parallel assignment once student has received more formal instruction

D. Supplementary Reading: Cadoux

Unit 4: Section 3	"The French Language"	page 156 - 162
Unit 1: Section 2	"France in America"	page 3 - 12
Unit 2: Section 1	"The Trip to France"	page 21 - 26
Unit 2: Section 2	"The Geography of France"	page 27 - 30
Appendix:	"Currency and Metric System"	page 209 - 210

NOTE: During the pre-reading period, cultural content should be presented in English with the occasional and then slowly increasing use of French terminology, serving as an introduction into the basic sounds of the language.

It is suggested that during this two- to-three week period student-initated research in conjuction with the cultural themes presented be encouraged.

The Cadoux text should be distributed to students prior to the learning of Unit 3 in the classroom text. Adequate time should be allocated for the students' outside reading of the cultural covered orally during the pre-reading phase of language instruction.

Cultural content is directly introduced in reading narratives beginning with Unit 3 in the classroom text.

A. Themes:

1. Integrate the following concepts:
   a. Attitude toward education
   b. government control/ religious control
   c. free and compulsory/ minimal cost- higher education
   d. highly competitive/ testing oral and written (e.g., "Bachaut", government exams)
   e. holiday - le jeudi
   f. la journée d'un lycéen compared with American subjects with regard to extensive and profound learning and use of time.
   g. La Sorbonne- quartier latin
2. Compare the urban and rural educational facilities.

B. Values:

1. Education highly regarded; academic accomplishment praised and rewarded and promoted from childhood by home, school, government and social institutions.
2. Educated people respected in society, education as a means of social mobilization.
3. Personal traits- regard for individual achievement, perfection as the educated or as I'artisan. The traits promoted and respected are:
   a. knowledge both extensive and profound (sound);
   b. ability to criticize, reason, defend
   c. discussion
   d. knowledge is the result of hard work and sacrifice

C. Assignments:

1. Compare American and French attitude toward education.
2. If you were to choose one aspect of the French educational system to be incorporated into the American system, which would you choose? (the reverse also suggested)
   e.g., concept of discipline, or degree requirement, or Thursdays-- American system; concept of extra- curricular activities of co-educational instruction-- French system.

D. Supplementary Reading:

Cadoux, Unit 3: Section 2, "The French at School", page 88

A. Themes:

1. The Family:
   a. attitude/ social roles and relationships
   b. le foyer/ importance of meals to family unity/ set-up of day

2. Personality, characteristics, values.

B. Values:

1. Family life
   a. Sanctity of home (le culte du foyer) center of family life/ mutual respect and prompt attendance at meals
   b. Devoted/ sacrifice expected to provide best schooling possible
   c. Meals - opportunity to discuss thoughts and problems
   d. Respect required - parents/ age

2. Social Roles and Relationships/ General Conduct
   (New York State Syllabus, page 119-121)
   a. Friendship esteemed; respect based on ethical conduct
   b. courtesy expected- shaking hands, nod slightly, terms of respect in addressing
   c. good taste expected; appropriateness of dress

3. Individual Characteristics
   a. courtesy, diligence, precision, thoroughness, seriousness of purpose, good humor
   b. appreciation of beauty, of products of artistic and scientific endeavor
   c. appreciation of work well done; encouragement of individual endeavor
   d. sense of dignity and worth of individual

C. Assignments:

Cadoux, The French at Home, "Things to do" page 87

D. Supplementary Reading:

Cadoux, Unit 3: French Way of Life, (page 82-106)
1. "The French Home"
2. "The French at School"
3. "The French Women"
4. "The French at Work"
5. "The French at Play"

Unit 5 "Un Dimanche des Dupont" (page 73)

A. Themes:

1. Recreation
   a. Family centered - les promenades le dimanche
      1. Paris - Les parcs, sur les quais, les Tuileries
      2. aux banlieux - Versailles, Fontainbleau
   b. Café vs village square
   c. Social visit - formality of visit vs. "dropping-in" in America.

2. Leisure:
   a. la radio, la lecture, discussion, la télévision, les concerts, le théâtre, musées, le cinéma, l'opéra
   b. individual sports stressed - la pêche, le tennis, la chasse, les boules

3. Les Vacances:
   a. Leaving Paris after Bastille Day compare with
      1. activities with July 4th
      2. brief historical background of day
   b. Vacational areas of renown and related activities
      1. La côte d'Azur - the Mediterranean
      2. Biarritz - the Atlantic
      3. Chamonix, Grenoble - les Alpes
      4. Bretagne, Normandy
   c. Vacations as a rediscovery of historic monuments, the chateaux, and music and art festivals. (Cannes)

4. Holidays and Customs
   a. Legal Holidays
      1. National: Bastille Day, le premier mai, le Jour de l'An,
      2. Religious: Noel, La Toussaint, Pâques
   b. Customs - Floklore in the Provinces
      1. La Bretagne - les pardons (pilgramges)
      2. le Pays Basque - la fête du 15 Août (les foires) Lourdes
   c. Holidays of unusual celebration:
      1. Nov. 25 La Sainte Catherine
      2. Jan. 6 La Fête des Rois

B. Values:

1. The development of artistic taste; appreciation instilled from childhood personal enrichment sought.

2. Interest and knowledge of works of art and literature; both highly valued

3. Theatres government supported, tickets inexpensive, live theatre of classics and contemporary productions, government controlled T.V.- highly cultural programs.

4. Vacations and recreations reflect deep respect and interest in history, art, science. Festivals of music, drama, film held at historic spots.

5. The past is alive in celebrations

6. Deeply religious and nationalistic

7. Gay spirit; community of provincial spirit

8. Holidays reaffirm basic values and beliefs: love of liberty, respect of fellow man, respect of past achievement, the importance of the child sharing the experience.

C. Assignments:

1. Discuss the role of the café in Paris and larger cities of France. Would you compare it to American restaurant?

2. Compare American and French attitude toward leisure and vacations.

3. Locate on map the main resort areas of France/ illustrate activities.

4. Gather articles, pictures, from magazines on resort areas in France

5. Contrast the 4th of July and Bastille Day. Consider origin and means of celebration.

6 Make greeting cards for some French holidays

7. Distribute "le muguet" on May 1 - promote review discussion of holiday (for good luck during year)

8. Write for brochures from Chamber of Commerce or Tourist Bureau for information of Mardi-Gras celebration in Nice, New Orleans, Quebec City

D. Supplementary Reading:

Caddoux, Unit 3: Section 4 "The French at Play" page 106-112
Unit 3: Section 3 "The Peasant Village" page 99
Unit 3: Section 6 "The Holidays and Customs" page 121

Unit 6 "Le Voyage de Jean" (page 94)

A. Theme: Paris

1. Physical set-up/ housing/ quartiers/ rive gauche, droite/ les ponts

2. Monuments of importance: La Tour Eiffel/ l'Arc de Triomphe/ Notre Dame/ Sacré Coeur (Monmartre) /Le Louvre, les marchés- les Halles

3. Modes of travel in Paris - le métro/ la Seine-le bateau-mouche, les péniches

4. Center of trade and culture/ entertainment/ fashions/ theatres/ opera/ les boîtes, les caves

5. Street of renown: les Champs-Elysées, le Boulevard St.Michel (education) La Place de l'Etoile, La Place de la Concorde - historical; le Boulevard Faubourg- St. Honore - fashion, la haute couture; la Rue de la Paix- jewelry

6. Illustration of les kiosques, les quais aux fleurs, les bouquinistes, le concierge

B. Assignments:

Cadoux, "Things to do", page 155

C. Supplementary Reading:

Cadoux, Unit 2: Section 3 "Paris, City of Light" page 35
Unit 4: Section 2 "Historical Monuments" page 145
Unit 4: Section 2 "Monuments of Paris" page 152

A. Themes:

1. Principal provinces: general location/ sketch topographical characteristics which demonstrate changing aspects of "paysage" e. g.,fertile valleys, plains, wooded hills, mountains, rocky coasts, orchards, vineyards, palms, citrus fruit groves, pines of les Landes.

2. Areas of renown: historic monuments of international fame or importance
   a. La Normandie: Mont St.Michel
   b. La Touraine: Chateaux of the Loire (Blois, Chambord, Chenonceaux)
   c. La Provence: Roman ruins and fortified cities of Rhone valley (Carcassone, Nîmes, Arles)
   d. Gothic cathedrals: Notre Dame, Chartres, Reims, Strasboug

3. Principal Provinces and cities:
   a. Importance by size (cities) indicate industrial importance of each

Ile de France	-	Paris
Provence	-	Marseille
Lyonnais	-	Lyon
Languedoc	-	Toulouse
Guyenne	-	Bordeaux

   b. France as an industrial and agricultural nation demonstrated in the study of main cities:
      1'. Industrial centers and products
         a'. Iron and steel, coal, machinery, shipbuilding, automobiles, airplanes: Bordeaux, Marseille, Le Havre, Toulon, Brest, Nancy, Paris, Lyon Region, Toulouse, Northern provinces. (Stress main cities that serve as ports.)
         b'. Textiles: (Flandre), Lille, Lyon
         c'. Chemicals: Alsace region
         d'. Perfumes: Grasse (Provence)
         e'. Fashion, jewelry, furniture, tapestry, glassware and pottery: Paris, Rouen

      2/. Agricultural center and products:
         a'. wheat; Ile de France, Normandy, Bretagne
         b'. vegetables: Bretagne, Provence, Loire Valley; sugar beets and cereals: northern provinces
         c'. fruit: Loire valley; grapes: Champagne, Bourgogne Bordeaux, Rhone valley
         Reims - center of champagne industry
         d'. dairy products; Normandy; cheese: Paris region
         e'. fishing: Bretagne, Normandie; canning industry: HanNantesBordeaux, Marseille
         f'. Tourism: an important aspect of economic growth.

4. La Vie en Ville et la vie provinciale (les villages) Contrast.
    a. Cities: evidence of the influence of modernization and progress. (e.g.,Paris: cars, fashion, culture, magasins de luxe, modern apartements, influence of United States, le self-service, les super-marchés, le week-end)
    b. Provincial Life: les "fermiers" of Normandie, Alsace-Lorraine (life, education, etc.)

B. Assignments:

1. Collection of pictures or drawings showing regional costumes or chief attractions of different provinces.

2. Illustrated maps: of industrial and agricultural products and/ or areas.

3. Plan itinerary:
    a. indicating regions selected and why; special related activities.
    b. illustrating main cities; various modes of travel within France.

C. Supplementary Reading:

Cadoux, Unit 2: Section 2, "The Geography of France" page 30-32
Unit 4: Section 2, "The Historical Monuments" page 145-154
Unit 2: Section 4, "The Provinces and their Principal Cities" pages 48-57
Unit 2: Section 5, "The Industries and Products of France" pages 58-68
Unit 3: Section 3, "The French at Work" page 98-99

Unit 8 "La France Gastronomique"

A. Theme:

1. Importance of meals; characteristics; compare the 'repas en famille' and 'un repas gastronomique'; attitudes; preparation; eating habits

2. Importance of wines and cheeses: discuss relevance to French cuisine; international influence; principal types; review regions of production

3. Characteristic French dishes: e.g., bouillabaisse, crêpes, escargots, tripes, truffles, fondue, pâté de fois gras

4. Influence on American cuisine and language

B. Assignments:

1. Discuss recipes whose preparation involves words of French origin.

2. From French restaurants in area - ask for menus; discuss meaning of French dishes; list those dishes that have been adapted into American cuisine.

3. Compare the daily preparation and serving of meals in your home to a family meal in France.

4. Check liquor cabinet at home for wines and liqueurs imported from France and check pantry for products prepared in the French style e.g.,string beans julienne, potatoes au gratin etc.

C. Supplementary Reading:

Cadoux, Unit 3: Section 5 "The French Cuisine" page 113-120

Units 9 and 10 "La Loire et la Seine" (page 163)

"La Garonne et le Rhône" (page 182)

A. Themes: Review Geography:

1. 5 Main Rivers (include le Rhin), sources, regions Mountains (les Alpes, les Pyrénées, le Massif Central)

2. Review Provinces, significant regions of interest and products (les Châteaux de la Loire, les Vignobles du Bordelais et de la Garonne, Roman ruins of the Rhône Valley)

3. Main cities that serve as industrial centers:
   a. La Loire: Nantes
   b. La Seine: Paris, Rouen, Le Havre
   c. La Garonne: Bordeaux, Toulouse
   d. Le Rhône: Lyon, Marseille

Unit 11 "Les Couleurs de la Vie" (page 199)

The literary content in this narrative is not considered applicable to instruction considering the stage of achievement Level I.

Unit 12 "Les Francais et les sports" (page 217)

A. Themes:

1. Discuss the role of sports in France: "les sportifs du dimanche' ; individual participation contrasted with 'team sports'

2. Main team sports and events (e.g.,la tour de France cycliste)

3. Sports/ Seasons/ Regions/ Personalities
   a. les sports d'hiver: le ski; l'alpinisme

Note: correlate discussion with narrative passage ending Unit 13 "Les Alpes" (page 246)

   b. les sports d'été: discuss resorts, international fame, tourist attractions, related activties
      1/. Mediterranean: La Côte d' Azur
      2/. Atlantic: Biarritz, St Jean de Luz

Note: Units 9 through 13 review cultural content presented during the year. For assignments and supplementary readings, refer to earlier units.

SECTION VI: Suggestions for Group Activities and Semester Projects: For extended assignments or group activites consult the following sources:

A. New York State Syllabus: "Suggestions for Cultural Activities and Experiences; General Projects" page 113-116

B. Getting to Know France, Remunda Cadoux (suggestions following each unit).

C. Curriculum Outline:

a. Where applicable, expanding or incorporating the suggested assignments presented in Section V of the Curriculum guide may serve as possible monthly or semester projects.

b. Term Paper Subjects: Have students select and develop one of cultural themes presented during semesters (one or two at the discretion of the teacher).

D. Current Events:

Collections of articles in form of a scrap book; submitted at the end of each semester should include student observation of events and trends of world affairs.

SECTION VII:

Evaluation:

A. The manner of testing should be flexible depending upon availability of time, the abilty of the student, his stage of language skills and need of reinforcement. Suggested format:

1. Tests to be given in English with adequate use of French proper names and terms in the early instruction, followed by increased use of French in aural and written tests depending upon level of achievement of student.

2. Tests which show knowledge of related items and concepts rather than emphasis of isolated facts:

a. Multiple choice; French of English, aural and/ or written.

b. Selecting the unrelated word or groups or words from list given

c. Rearranging related items to indicate a set order (e.g.,cities- North to South; food- in order of serving; holidays- as celebrated during year; historical data - chronological order)

d. Indicating agreement or disagreement with a cultural statement

e. Matching columns

f. Completion

3. Testing general concepts achieved and allowing for flexibility of thought and demonstration of personal interests, have students plan an itinerary of travel to and within France. Student are asked to indicate:

a. route
b. cities
c. areas
d. why he made his choice in terms of what he as a tourist wishes to see and do.